

# Kōrakonui School

## Charter

# Vision



## Core Values (Timeless)

Manaaki - Respect  
Ngakau - Integrity  
Hiranga - Excellence

## Purpose (100 years)

### Learning for Life - He matauranga mo te ora

To grow an engaged community with a sense of belonging and identity; creating a foundation of learning for life.

## Mission (10-25 years)

- M1:** Nurture authentic partnerships with the community
- M2:** Ākonga experiencing high levels of life satisfaction
- M3:** Foster a love for learning and excellence

# Strategy (3-5 years)

## M1 - Nurture authentic partnerships with the community

### Strategic Goals

To achieve this we will:

A	develop community relationships that provide benefit for all
B	strengthen our connection with the local iwi
C	infuse our local curriculum with community narratives
D	provide learning opportunities that reflect our community

# Strategy (3-5 years)

## M2 - Ākonga experiencing high levels of life satisfaction

### Strategic Goals

To achieve this we will:

A	deliver a broad curriculum that is underpinned by choice and opportunity
B	provide quality physical, academic, and cultural experiences
C	be culturally responsive
D	deliver a programme that grows well-rounded, thriving individuals

# Strategy (3-5 years)

## M3 - Foster a love for learning and excellence

### Strategic Goals

To achieve this we will:

A	strive for excellence in literacy and numeracy
B	deliver a local curriculum that is equitable and allows all to experience success
C	draw on a variety of assessment practices
D	provide learning environments that are inviting and inclusive



# Annual Plan 2023

# Priorities 2023

<b>P1</b>	To amplify partnerships with whānau and the wider community
<b>P2</b>	To develop a common approach to learning design
<b>P3</b>	To deliver authentic learning experiences centred around local contexts

# Priority 1 - To amplify partnerships with whānau and the wider community

<p><b>Success is</b></p>	<p>Whānau acknowledged as important partners in the learning process. Authentic relationships fostered between families and teachers ahead of important conversations. Whanau being given space to have genuine input into ākonga learning.</p> <p>An authentic connection with the Marae enabling the cultural narrative to be reflected in the school and the wider community.</p> <p>Community re-connecting with and valuing the work which the school does. Space being created for ākonga to learn with and about members of the community. Positive feedback showing community newsletters are valued.</p>		<p><b>Strategic Links</b></p> <p><b>M1 - A, B, C, D</b></p> <p><b>M2 - C, D</b></p> <p><b>M3 - A</b></p>
<p><b>Threats</b> <i>Internal</i> <i>External</i></p>	<p><b>Internal threats:</b> Bad experiences from the past making teachers anxious about engaging with whānau</p> <p>Number of people new to the community not having connections</p>	<p><b>External threats:</b> People judging school by past experiences</p>	<p><b>Waypoints</b></p> <p>Areas of significance, e.g. historic Pa site, part of the contexts within the local curriculum</p> <p>Heads of agreement between marae and school</p>
<p><b>Building on Victories</b></p>	<p>Regular community newsletters are being sent out once a term with no postage being charged. Evidence is that people are reading them and responding as appropriate.</p> <p>Percentage of opens in Mailchimp for school newsletter is increasing. Data shows increasing interactions from whanau with the links included.</p> <p>School events are really well supported. Attendance has been high at community events such as assemblies, mai-mai day and Ag day. A number of past pupils have been coming in to assist.</p>		<p>Cultural narrative woven into local curriculum</p> <p><b>Tactics</b></p> <p>Parent workshop in numeracy</p>



## Priority 2 - To develop a common approach to learning design

<p><b>Success is</b></p>	<p>Poutama have been developed for all Signposts for Learning and being used to plan, support and assess student progress. Evidence of students growing in skills that can be applied across the curriculum. Teachers supporting ākonga to identify learning strengths and opportunities for growth as learners.</p> <p>‘Bottom lines’ resources detailing minimum requirements for writing and physical education.</p> <p>Staff using the Signposts of Learning poutama to underpin their planning and delivery of quality learning experiences for ākonga. Poutama supporting robust assessment practices including greater agency for ākonga and clarity for whānau.</p>		<p><b>Strategic Links</b></p> <p><b>M1 - A, B, C, D</b></p> <p><b>M2 - A, B, C, D</b></p> <p><b>M3 - A, B, C, D,</b></p>
<p><b>Threats</b> <i>Internal</i> <i>External</i></p>	<p><b>Internal threats:</b></p> <p>Teachers holding onto practices from the past</p> <p>Teachers reluctant to give agency to learners.</p> <p>Poutama being developed and then not fully utilised</p>	<p><b>External threats:</b></p> <p>Nationally imposed directives around curriculum negatively impacting workload</p>	<p><b>Waypoints</b></p> <p>Poutama for all Signposts for Learning completed and used to plan, support and assess student progress</p> <p>‘Bottom lines’ documents completed for writing and physical education</p> <p>Review of assessment policy and procedures completed</p>
<p><b>Building on Victories</b></p>	<p>Poutama for Confident Communicator being used successfully by teachers.</p> <p>‘Bottom lines’ document for te reo and tikanga are working well and observable in classes.</p> <p>Writing moderation in 2022 has gone really well with stronger professional relationships being built through the process. Greater consistency in judgments for writing.</p> <p>A more stable staff enables a process of continuous improvement.</p>		<p><b>Tactics</b></p>

## Priority 3 - To deliver authentic learning experiences centred around local contexts

<p><b>Success is</b></p>	<p>An emerging local curriculum that is underpinned by an authentic contribution from Iwi, incorporating the community narratives around places and people of significance.</p> <p>Poutama underpinning authentic learning experiences centred around local contexts developed. Progressions aligned to phases of learning designed to build upon prior knowledge for each context.</p> <p>Local community members engaging with the school around the contexts, offering resources and knowledge that benefit our students.</p> <p>Ākonga having a connection with and making a positive impact towards our local contexts.</p>		<p><b>Strategic Links</b></p> <p><b>M1 - A, B, C, D</b></p> <p><b>M2 - B, C, D,</b></p> <p><b>M3 - B, D</b></p>
<p><b>Threats</b> <i>Internal</i> <i>External</i></p>	<p><b>Internal threats:</b> Teachers holding onto practices from the past Value of local contexts not recognised Insufficient knowledge of local contexts</p>	<p><b>External threats:</b> Being unable to access local knowledge in a timely manner from experts in the community Managing competing views about local contexts Marae not engaging as expected</p>	<p><b>Waypoints</b></p> <p>First unit plan incorporating community narratives developed and delivered.</p> <p>Overarching document, aligned to the phases of learning, detailing relevant local contexts and the people /resources best placed to support the delivery.</p>
<p><b>Building on Victories</b></p>	<p>Connection has been made with the marae. Already have valued local contexts and locals willing to engage. Wider community reconnecting with the school Teachers engaged and excited about the opportunities this provides Past students engaging back with school</p>		<p>Second unit plan incorporating lessons learnt from fist unit, developed and delivered.</p> <p><b>Tactics</b></p>



# Vision, Strategy, Priorities, Tactics

(Ref - Collins: J Beyond Entrepreneurship 2.0)

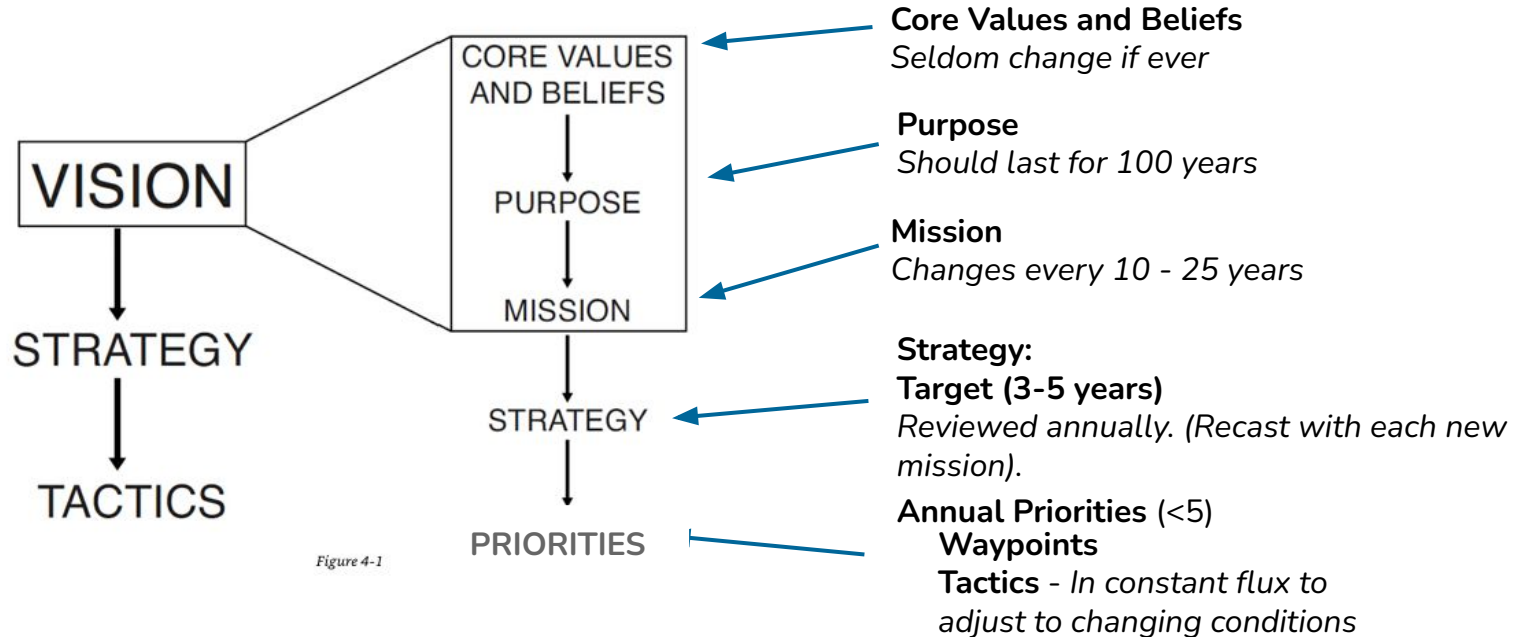


Figure 4-1



## OLD: Vision - Mission (10-25 years)

<b>M1</b>	<b>Engage - every learner learning every day</b> Strong visible practices, knowledge and environments are evident to ensure all students are engaged in learning everyday
<b>M2</b>	<b>Honour wellbeing for all within Kōrakonui</b> Success is all within Kōrakonui are able to flourish through developing emotional agility within a culturally responsive environment
<b>M3</b>	<b>Grow connections that make a difference for all within Kōrakonui</b> Success is strong connections are developed through sense of belonging and responsibility to Kōrakonui, the wider community and the world